DOCUMENT RESUME

ED 382 220 IR 055 515

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| AUTHOR | Brady, Mary Lou; Geile, Carole |
| TITLE | Bibliography on Educational Futures: A Listing of Resources. |
| INSTITUTION | California Polytechnic State Univ., San Luis Obispo. |
| PUB DATE | May 95 |
| NOTE | 36p. |
| PUB TYPE | Reference Materials - Bibliographies (131) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Annotated Bibliographies; *Educational Planning; Elementary Secondary Education; *Futures (of Society); Higher Education |
| IDENTIFIERS | ERIC; Journal Articles |

ABSTRACT

This bibliography contains information on educational futures. It is divided into three sections: a list of 31 book resources, a list of 81 journal articles, and a list of 44 ERIC (Educational Resources Information Center) resources. Each entry contains a complete bibliographic citation, and a brief summary of the resource when available. All information is listed alphabetically by author and title within each section. Topics include: general future educational outlooks, planning, and strategies; school reform; school/college partnerships; American business and education cooperation; view from the principal's office; education quality management; fuzzy logic; team building; multicultural education; partner schools; teacher education; dispute management in schools; instructional design; use of information technology; educational psychology; assessment in middle school grades; strategic planning; cooperative learning communities; needs assessment; distance education; gender differences; art education; education policy; restructuring urban schools; health and physical education; curriculum design; vocational industrial teacher education; social studies; global education; educational service agencies; and special education. (MAS)

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# BIBLIOGRAPHY ON

# EDUCATIONAL FUTURES

A listing of resources

May 1995

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

## INTRODUCTION

This bibliography contains information on educational futures.

The bibliography is divided into three sections. The first is a list of book resources, the second shows a list of journal articles, and the third is a list of ERIC resources.

All the information is listed alphabetically by author or title within each section.

## EDUCATIONAL FUTURES

### BOOK RESOURCES

Allen, Dwight William. Schools for a new century: a conservative approach to radical school reform. New York: Praeger, 1992.

Summary: Includes bibliographical references and index. Subjects include educational change, educational planning, and education experimental methods in the United States.

Beginning and sustaining school/college partnerships. Winchester, MA: New England Association of Schools and Colleges, 1991.

Summary: Includes bibliographical references and index. Subject is college-school cooperation in the United States.

Centron, Marvin J. Educational renaissance: our schools at the turn of the century. New York: St Martin's Press, 1991.

Summary: Includes index. Subjects include education, educational change, and education forecasting in the United States.

Centron, Marvin J. Schools of the future: how American business and education can cooperate to save our schools. New York: McGraw-Hill, 1985.

Summary: Includes index. Subjects include education forecasting, continuing education forecasting, vocational education forecasting, and occupational retraining forecasting in the United States.

Darling-Hammond, Linda. A license to teach: building a profession for 21st century schools. Boulder, CO: Westview Press, 1995.

Summary: This book speaks directly to the quality-of-education debate now focused on public schools. The book shows that reform of teacher education and licensing are needed to ensure that teachers are prepared for the classroom.

Dixon, Barb. Our present, their future: a resource book for personal and global futures in the transition years and beyond. Toronto: OISE Press, 1992.

Summary: Not available.

Finn, Chester E. We must take charge: our schools and our future. New York: Free Press, 1991.

Summary: Includes bibliographical references and index. Subjects include educational change, education aims and objectives, and educational planning in the United States.

Fullan, Michael. The new meaning of educational change. New York: Teachers College Press, 1991.

Summary: Includes bibliographical references and index. Subjects include educational change in Canada and the United States.

Gainey, Donald D. Education for the new century: views from the principal's office. Reston, VA: National Association of Secondary School Principals, 1993.

Summary: Includes bibliographical references. Subjects include educational change and school management and organization.

Graves, Ben E. School ways: the planning and design of America's schools. New York: McGraw-Hill, 1993.

Summary: This sourcebook begins with a look at the current and projected market for educational facilities. It then presents an illustrated history of educational facilities from the one-room schoolhouse to the high-tech high school. References include profiles of the best designed schools of the last decade, programming information on space needs, classroom size, and other design criteria, and more.

Herman, Jerry John. Education quality management: effective schools through systemic change. Lancaster, PA: Technomic Publishing Company, 1994.

Summary: Includes bibliographical references and index. Subjects include school management and organization, total quality management, educational change, and educational planning.

Johnson, Michael L. Education on the wild side: learning for the twenty-first century. Norman, OK: University of Oklahoma Press, 1993.

Summary: Includes bibliographical references and index. Subjects include education philosophy and education social aspects in the United States.

Kosko, Bart. Fuzzy thinking: the new science of fuzzy logic. New York: Hyperion, 1993.

Summary: Includes bibliographical references and index. Subjects include logic, philosophy and science, fuzzy systems, and fuzzy logic.

Lieberman, Myron. Public education: an autopsy. Cambridge, MA: Harvard University Press, 1993.

Summary: Includes bibliographical references and index. Contents include: Why an autopsy?, the future context of public education, producer-consumer conflict, the information system of public education, educational information under a market system, the real costs of public education, educational outcomes as an efficiency issue, and much more.

Maeroff, Gene I. Team building for school change: equipping teachers for new roles. New York: Teachers College Press, 1993.

Summary: Includes bibliographical references and index. Subjects include teaching teams, teachers, and educational change in the United States.

Millard, Richard M. Today's myths and tomorrow's realities: overcoming obstacles to academic leadership in the 21st century. San Francisco, CA: Jossey-Bass Publishers, 1991.

Summary: Includes bibliographical references and index. Subjects include higher education aims and objectives, higher education history and the 20th century, educational planning, and educational change in the United States.

Multicultural education for the 21st century. Washington, DC: NEA Professional Library, 1992.

Summary: Includes bibliographical references. Subject is intercultural education in the United States.

Osguthorpe, Russell T. Partner schools: centers for educational renewal. San Francisco, CA: Jossey-Bass, 1995.

Summary: Diverse contributors offer an inside look at promising school-university partnerships across the country, and discuss the principles and benefits of such programs in promoting educational innovations.

Restructuring the education of teachers: report of the Commission on the Education of Teachers into the 21st century. Reston, VA: Association of Teacher Educators, 1991.

Summary: Includes bibliographical references. Subjects include training of teachers, planning, and education forecasting in the United States.

Rothwell, James B. Educational change in urban public high schools through college and school partnership: a study of the Boston secondary schools project. 1991.

Summary: Not available.

Sarason, Seymour Bernard. The predictable failure of educational reform: can we change course before it's too late? San Francisco, CA: Jossey-Bass, 1990.

Summary: Includes bibliographical references and index. Subjects include educational change, education evaluation, and educational planning in the United States.

Schlechty, Phillip C. Schools for the twenty-first century: leadership imperatives for educational reform. San Francisco, CA: Jossey-Bass Publishers, 1990.

Summary: Includes index. Subjects include education aims and objectives, education forecasting, and school improvement programs in the United States.

School and college collaboration. Philadelphia, PA: Middle States Association of Colleges and Schools, 1992.

Summary: Subjects include University cooperation, United States, and directories.

Schools for the twenty-first century. Sacramento, CA: California Department of Education, 1990.

Summary: Subjects include school facilities planning, school buildings planning, and school buildings design and construction.

A shared responsibility: college/school partnerships serving minority youth. Bala Cynwyd, PA: Center for Assessment and Policy Development, 1992.

Summary: Includes bibliographical references.

The state of U.S. education. New York: H W Wilson, 1991.

Summary: A compilation of articles. Includes bibliographical references. Contents: Education reform: the situation at present--The curriculum debate: multiculturalism--Restructuring the schools: equitable financing and choice--Urban education: the worst case scenario.

Stoel, Carol. What works: school/college partnerships to improve poor and minority student achievement. Washington DC: American Association for Higher Education, 1992.

Summary: Not available.

Toch, Thomas. In the name of excellence: the struggle to reform the nation's schools, why it's failing, and what should be done. New York: Oxford University Press, 1991.

Summary: Includes bibliographical references and index. Subjects include public schools (history and 20th century), educational aims and objectives, education and state, and educational change in the United States.

Tyson, Harriet. Who will teach the children?: progress and resistance in teacher education. San Francisco, CA: Jossey-Bass, 1994.

Summary: Includes bibliographical references and index. Subjects include training of teachers and study and teaching (higher) education.

Wirth, Arthur G. Education and work for the year 2000: choices we face. San Francisco, CA: Jossey-Bass, 1992.

Summary: Includes bibliographical references and index. Contents: A crisis of the human spirit--Americans in school: teaching and learning under duress--Americans at work: architects or bees?--The Japanese model: can it work for us?--The choice we face: automate or informate?--The business perspective on schooling: a mixed message--Testing: cure or curse?--Restructuring: new strategies for learning--The issues in science education--Computers in the schools: what do we do with them?

Woods, George H. Schools that work: America's most innovative public education programs. New York: Dutton, 1992.

Summary: Includes bibliographical references and index. Subjects include public schools and educational change in the United States.

## JOURNAL ARTICLES

Alexander, Lamar. "School choice in the year 2000." Phi Delta Kappan 74:10 p762-66 Jun 1993

Abstract: School choice will not be an issue in the year 2000 because many parents will have demanded it and the public will have rediscovered consumer power as a time-honored American way to encourage innovation and improvement. Marysville, Tennessee schools are a good example; the nation should watch as California grapples with population challenges. This year the state established 100 charter schools.

Anderson, Beverly L. "The stages of systemic change." Educational Leadership. 51:1 p14-17 Sep 1993

Abstract: Presents a matrix-continuum of systemic change defining six developmental stages (old system maintenance, awareness, exploration, transition, emerging new infrastructure, and predominating new system) and six change elements (vision, public and political support, networking, teaching and learning changes, administrative roles and responsibilities, and policy alignment) that help educators develop a common language, strategic plans, and assessment processes.

Araki, Charles T. "Students helping students: dispute management in the schools." NASSP Bulletin 75:538 p31-37 Nov 1991

Abstract: Participants in the Honolulu School District's Dispute Management in the Schools Project strongly believe that students can effectively participate in activities affecting their destiny. Preliminary evidence shows that student mediators and disputants demonstrated a 95 percent success rate of conflict management during the three project years.

Auger, F Keith. "Three school-university partnerships for teacher development." Journal of Teacher Education. 43:4 p262-68 Sep-Oct 1992

Abstract: A 25-year university-public school partnership produced 3 teacher development programs without cost to partners. The Teacher/Intern Exchange Program focuses on clinical faculty and beginning teachers. The Teacher Enhancement Program features experienced teacher renewal and support. The Career Development Program addresses classroom education assistants and nontraditional preservice students.

Baxter, J Errol. "Futures and options." The Agricultural Education Magazine 65:11 p 20 May 1993

Abstract: Not available.

Boline, Chris. "English in 2001: technology and the culture of the classroom (the round table)." English Journal 83:4 p90-93 Apr 1994

Abstract: Provides the responses of nine practicing English teachers to the questions, "What will the classroom be like in the year 2001? What changes do you hope to see implemented by then? What do you expect? What do you fear?"

Boulding, Kenneth E. "Education for century twenty-one as an age of maturity." Social Studies 83:2 p53-55 Mar-Apr 1992

Abstract: Discusses the nature of the mind and education. Suggests that society learns more from mistakes than from simply replicating the mind of the teacher in the students. Expresses hope that the next century will be one of the maturity in which society is able to see that old knowledge no longer applies to a changing world.

Bozeman, William C. "Collaboration is not meeting with the enemy: an analysis of a successful university-school districts' relationships." Journal of School Leadership 1:1 p46-53 Jan 1991

Abstract: This paper identifies relationships and significant programs resulting from a cooperative venture involving the University of Florida and nearby school districts. Includes five references.

Briggs, Leslie J. "Instructional design: present strengths and limitations, and a view of the future." Educational Technology 22:10 P18-22 Oct 1982

Abstract: Current strengths and weaknesses of instructional system design are summarized and the future of instructional design is discussed in areas of educational technology and futurism, changes in instructional design models, new research, and future changes in practice settings. Nineteen references are provided.

Brown, Alan. "Processes to support the use of information technology to enhance learning." Computers and Education 22:1-2 p145-53 Jan-Feb 1994

Abstract: Considers issues that were raised as a result of the Information Technology Teacher Training Development Programme in Great Britain. Highlights include teacher involvement and the change process; teachers' professional development; instructional materials development; reflective practice; support for institutional development; impact of instructional technology on learning; future prospects; and two case studies.

Brown, Stephen L. "Possible futures of public education." Delta Pi Epsilon Journal 33:1 p1 Win 1991

Abstract: Not available.

Buffamanti, D. M. "How we will learn in the year 2000: reengineering schools for the high performance economy." Journal of Industrial Teacher Education 31:4 P87-95 Sum 1994

Abstract: In response to a high-performance economy, schools must reengineer learning by focusing on critical thinking skills, democratizing learning (becoming learner centered), offering multidisciplinary subject matter, diversifying school structures, and emphasizing lifelong learning.

Burdin, Joel L. "Inventing the future: options and strategies for educators." Action in Teacher Education 6:1-2 p7-13 Spr-Sum 1984

Abstract: An overview of alternative futurism and implications and applications for the elementary and secondary grades are provided in this article. The teacher's role is explored in a discussion of development of educational personnel.

Carriuolo, Nancy. "Rural schools find college partners to overcome isolation." School Administrator 49:10 p18-21 Nov 1992

Abstract: Despite their isolation and limited tax support, U.S. rural schools are finding collaboration with colleges and universities a cost-effective way to stimulate improvement. Large-scale partnerships often derive from tentative discussions between a few school and college faculty members.

Carroll, J. B. "Educational psychology in the 21st century." Educational Psychology v28 p89-95 Spr 1993

Abstract: Not available.

Case, Charles W. "Cultural transformation in an urban professional development center: policy implications for school-university collaboration." Educational Policy 7:1 p40-60 Mar 1993

Abstract: Suggests that school-university partnerships can enhance the education of individual students, provide numerous professional development activities, and foster research activities within school environments. The aim is better teacher preparation for the twenty-first century.

Coulthard, Nigel T. "Education 2000: forging ahead at Fearnhill School." Technos 1:1 p11-15 Spr 1992

Abstract: Describes educational innovations that have taken place at Fearnhill School (Letchworth Garden City, England) as part of the Education 2000 project. Highlights include moving from teaching to learning; cooperation between teachers, community groups, and private sponsors; use of the library; computer technology, including conferencing; and the role of management in change.

Cradler, J. "Looking ahead (collaborative development of reforms)." Thrust for Educational Leadership v23 p46 Jan 1994

Abstract: Not available.

Cradler, J. "Looking ahead (educational reform in California)." Thrust for Educational Leadership v23 p62 Nov-Dec 1993

Abstract: Not available.

Delpit, Lisa D. "Education in a multicultural society: our future's greatest challenge." The Journal of Negro Education 61:3 p237 Sum 1992

Abstract: Not available.

DiMartino, Emily Comstock. "Teacher education for the twenty-first century." Education 111:3 p377 Spr 1991

Abstract: Not available.

Dixon, R. G. "Future schools: and how to get there from here." Phi Delta Kappan 75:5 p360-65 Jan 1994

Abstract: Worldwide, school is a pufferbelly locomotive chugging incongruously through a high-tech landscape. Changing schools significantly means smothering them with a critical mass of changes in rapid succession. Meanwhile, the education industry offers the public Band-Aids for whatever school wound is currently suppurating. In Future Schools, students choose their own living rooms and electives, guided by teachers as human interactors.

Driesbach, Ronald E. "Toward a more meaningful assessment in the middle grades." Middle School Journal 25:2 p55-57 Nov 1993

Abstract: Because communications skills, critical thinking, work habits, interpersonal skills, and individual responsibility are as important as academic skills, middle-school assessment instruments should be developed that provide this information to students and parents.

Dyrli, Odvard Egil. "Districtwide technology planning: the key to long-term success." Technology and Learning 14:7 p50-54 Apr 1994

Abstract: Describes strategies for districtwide technology planning, including establishing a technology steering committee; assessing the present state of technology in the district; identifying major components in district-level planning (developing a vision); and measuring success. Sources for sample technology plans are offered, and 10 common problems are cited.

Dyrli, Odvard Egil. "Preparing for the integration of emerging technologies." Technology and Learning 14:9 p92, 94, 96, 98, 100 May-Jun 1994

Abstract: Discussion of the process of integrating new technologies into schools considers the evolution of technology, including personal computers, CD-ROMs, hypermedia, and networking/communications; the transition from Industrial-Age to Information-Age schools; and the logical steps of transition. Sidebars discuss a networked multimedia pilot project and online mentors for teachers and students.

Farrell, Rod. "5 steps toward planning strategically." Media and Methods 29:3 p14, 16-17 Jan-Feb 1993

Abstract: Describes the planning for educational technology implemented by the Unionville-Chadds Ford School District (Pennsylvania), including data collection; data analysis; screening and deciding on goals; activities to reach the goals; and evaluation and future planning. The district's mission statement for technology and further recommendations for developing a technology plan are included.

Farrell, Rod. "Technology strategically planned: a dismal or bright future:" T.H.E. Journal 21:4 p119-122 Nov 1993

Abstract: Discusses planning for the use of technology in education; explains a planning process model that includes needs assessment, creating and selecting goals, and implementing and evaluating the plan' and describes an application of this model in the Unionville-Chadds Ford School District.

Fishman, Barry J. "The internetworked school: a policy for the future." Technos 3:1 p22-26 Spr 1994

Abstract: Discussion of elementary and secondary school classrooms linking with the Internet focuses on policies needed for successful use of the network. A project conducted at Northwestern University (Illinois) for reconceptualizing high school science education is described, and development of a network use policy is examined.

Gainey, Donald D. "The American high school and change: an unsettling process." NAASP Bulletin 78:560 p26-34 Mar 1994

Abstract: If substantive changes are to occur in high schools, discrepancies must be identified that will improve student learning. Principals must be alert to the opportunities for change presented by teachers, parents, and students when they discuss their problems and successes. Principals must become both problem seekers and problem solvers and gather support for developing solutions.

Gaudiani, Claire L. "For a new world, a new curriculum." Educational Record 75:1 p20-29 Win 1994

Abstract: A new liberal arts curriculum to meet the challenge of global interdependence is proposed. Four courses (human culture, global values, comparative environmental studies, and global transformations) would form a required common core, with 28 electives providing opportunities for students and faculty to exercise choice and personal responsibility.

Goodlad, John I. "School-university partnerships: fundamental concepts." School of Education Review 3:2 p36-42 Spr 1991

Abstract: This article focuses on the minimum essentials of a healthy school-university relationship which has as its purpose simultaneous improvement of schools and the education of educators. Discussion categories include concept, purposes, agenda, and structure. Minimum essentials for the national network of school-university partnerships focusing on educational renewal are also discussed.

Graves, Liana Nan. "Cooperative learning communities: context for a new vision of education and society." Journal of Education 174:2 p57-79 1992

Abstract: If schools became true communities of learners they could spread community throughout alienated urban areas. Some major themes defining cooperative community are explored. Stages that schools should go through in building community are detailed. Providing outreach to other potential communities is a later step in the process.

Hendrickson, Jo. "Putting a new face on an old strategy: inservice preparation for the 21st century." Preventing School Failure 37:2 p31-35 Win 1993

Abstract: This article looks at the future of inservice teacher development and identifies variables that influence the effectiveness of the workshop format. It reviews criticisms of traditional inservice programs; identifies influential state and local actions; and offers suggestions for improving the planning, implementation, and evaluation of the inservice workshop.

Hicks, David. "Preparing for the millennium." Futures 23:6 p623 Jul 1991

Abstract: Reflections on the need for futures education.

Hill, Benjamin. "Benjamin C. Duke, education and leadership for the twenty-first century: Japan, America, and Britain." Educational Studies 25:2 p177 Sum 1994

Abstract: Not available.

Hirumi, Atsusi. "Assessing the needs of public education: a tale of two models." Performance and Instruction 33:5 p23-30 May-Jun 1994

Abstract: Allison Rossett and Roger Kaufman, developers of two contrasting needs assessment models (the purposed-based assessment and organizational elements models), answer questions about using their models as frameworks for addressing performance problems affecting public education. The models present contrasting, yet complementary, approaches to needs assessment, needs analysis, and strategic planning.

Iverson, Maynard J. "Futures studies as curriculum building blocks for the 21st century." Agricultural Education Magazine 66:1 p15 Jul 1993

Abstract: Not available.

Jensen, Melanie K. "Peter Rabbit hops into the twenty-first century." Day Care and Early Education 21:4 p25 Sum 1994

Abstract: Not available.

Jolly, Richard. "The challenge of education in the 1990s: action-oriented research to prepare for the twenty-first century." Compare 23:1 p9 1993

Abstract: Not available.

Kaufman, Roger. "Beyond tinkering: educational restructuring that will work." International Journal of Educational Reform 2:2 p154-65 Apr 1993

Abstract: Confusion in educational planning stems from having no clear objectives and no clear knowledge of the real clients. The new educational model involves contributing to socially useful results, not simply teaching subjects and conveying content information. Instead of relying on self-defeating techniques and mind-sets, educators can benefit from being proactive, holistic, strategic, and systems-oriented.

Kaufman, Roger A. "A synergetic focus for educational quality management, needs assessment, and strategic planning." International Journal of Educational Reform 3:2 p174-80 Apr 1994

Abstract: Educators' efforts to employ quality management (QM) and strategic planning (SP) processes often fail because they plan incompletely; view QM and SP as distinct, parallel efforts; or fail to establish systemic responsibility for desired changes. This article introduces a four-phase framework that integrates strategic planning and quality management through scoping, data collecting, planning, and implementation and evaluation processes.

King-Sears, Margaret E. "A partnership to alleviate special education teacher shortages: university and public school collaboration." Teacher Education and Special Education 15:1 p9-17 Win 1992

Abstract: Collaboration between Johns Hopkins University and the Montgomery County (Maryland) school system resulted in selection and graduate-level training of 12 nontraditional individuals to teach students with serious behavioral and learning problems. The goal was to alleviate teacher shortages in special education. This paper details the collaborative agreement and program implementation issues.

Knight, Stephanie L. "The reflectivity-activity dilemma in school-university partnerships." Journal of Teacher Education. 43:4 p269-77 Sep-Oct 1992

Abstract: Universities and schools differ in their orientations toward the role of reflectivity and activity in collaborative restructuring efforts. This article describes and compares three models of school-university partnerships in relation to factors that may affect the balance of reflectivity needed for successful collaboration.

Koski, Mary. "Change--from the grassroots up." Educational Leadership 51:1 p51-52 Sep 1993

Abstract: Change began in Saint Charles (illinois) School District with a few teachers implementing new ideas in their own classrooms. Organized change began as principals and other administrators encouraged teachers to learn and grow. While teachers were developing process writing and whole-language programs, district embraced systemic change by entrusting community-based strategic planning team to craft new school mission.

Kowal, Joan P. "Standards promote schools of the future." School Administrator 51:7 p27 Aug 1994

Abstract: "Professional Standards for the Superintendency" underscore the importance of the superintendent's role in developing well-educated young people and document the extraordinary range of skills, competencies, and values required of today's superintendents. Ethically defining these requirements, without homogenizing them, will help produce school executives with the vision, resilience, and performance necessary to align student achievement with 21st century hopes and dreams.

Kutscher, Ronald E. "Outlook 1990-2005: major trends and issues." Occupational Outlook Quarterly 36:1 p2 Spr 1992

Abstract: In the next decade and a half, the economy will grow more slowly than it did in the 1980's, largely because of slow growth of the labor force. The service-producing sector will continue to provide most of the new jobs. Higher educational attainment will be needed to enable all groups to compete in our increasingly diverse labor force.

LeBaron, John F. "Practicing what we preach: creating distance education models to prepare teachers for twenty-first century." American Journal of Distance Education 8:1 p5-19 1994

Abstract: Discusses the advantages of including distance education strategies in preservice teacher education to help prepare for future needs. Highlights include technology preparedness of new teachers; constructivist learning; integrating technology into teacher education, a model class session on technology and educational policy; a sample exercise; and distance education issues.

Lee, In Sook. "Empowering teachers for new roles in a new educational system." Educational Technology 34:1 p61-72 Jan 1994

Abstract: Presents a prototype workshop to help train teachers for new roles in a new educational system. The future educational system is analyzed; the teacher's status in it is discussed, including instructional and organizational roles; and the current system is analyzed, including the teacher's status.

Leppard, Lynden J. "Designing our futures by choice." Social Education 57:3 p127-30 Mar 1993

Abstract: Argues that contemporary society requires new and more sophisticated ways of thinking. Reviews several approaches to teaching new cognitive processes in schools. Includes lists of characteristics that inhibit and promote higher order thinking skills.

Lieberman, Ann. "School/university collaboration: a view from the inside." Phi Delta Kappan 74:2 p147-52, 154, 156 Oct 1992

Abstract: The Puget Sound Educational Consortium went beyond the typical school/university partnership by endeavoring to change both the university and the schools. Such partnerships succeed when structures emanate from productive activities. Forging a culture of collaboration means creating a vision, developing opportunities for leadership and learning , and confronting tensions and unresolved issues.

Luterbach, Kenneth J. "Response to Perelman." Educational Technology 34:6 p56-57 Jul-Aug 1994

Abstract: Offers a response to the previous article, discussing school reforms and restructuring; educational technology; hyperlearning; and future learning environments.

Luterbach, Kenneth J. "School's not out, yet." Educational Technology 34:4 p47-54 Apr 1994

Abstract: Discussion of school reform activity focuses on criticism of a previously published article that challenged all school restructuring efforts based on the belief that advances in technology renders school obsolete. Topics addressed include problems with current public education; existing learning technologies; and speculations about future educational scenarios.

Magee, Clare. "Popcorn anyone? Grazing the future." Pathways: The Ontario Journal of Outdoor Education 6:3 p20-22 Apr 1994

Abstract: Discusses social trends outlined in the Popcorn Report (Faith Popcorn) that affect outdoor education, including constant political, cultural, and personal change and the many life roles people maintain. Most important to outdoor education are the trends of increased consumer awareness, concern with physical health and overall wellness, and the increasing environmental awareness of children and adults.

Marcus, Stephen. "Mirror images: future trends in educational technology." The Computing Teacher 20:4 p10 Dec 1992

Abstract: On keeping our eyes on the road.

Neugebauer, Roger. "Impressive growth projected for centers into the 21st century." Child Care Information Exchange n95 p80-87 Jan-Feb 1994

Abstract: Discusses four factors that are key to the growing demand for center-based child care over the next several decades, including increases in the population of preschool children; the number of working mothers with preschool children; the likelihood that parents will select centers over other child care arrangements; and the availability of financial resources to pay for center care.

Newberg, Peg. "Maine." New England Journal of History 48:3 p7-8 Win 1991-1992

Abstract: Discusses programs sponsored by groups that promote history instruction in the state of Maine. Reports recent developments concerning Maine's social studies curriculum. Underscores the significance of and financial problems facing "Maine's Common Core of Learning", a program setting out what the state's youth should know in the twenty-first century.

Nolan, J. "Strategic planning for the future." Media Methods v31 p58-9 Nov-Dec 1994

Abstract: Not available.

Retish, Paul. "Schools and educational institutions in the year 2001." Journal for Vocational Special Needs Education 14:1 p29-32 Fall 1991

Abstract: Workplace and demographic changes will require educational institutions to adapt and provide services enabling transition from schooling to work. Emphasis should be placed on individual career development and the needs of the job market.

Ross, T. W. "Reform, restructuring, and transformation--terms in search of definitions which will determine our fate as a nation in the 21st century." Catalyst for Change v24 p8 Fall 1994

Abstract: Not available.

Salisbury, David F. "A special report: toward a new generation of schools: the Florida schoolyear 2000 initiative." Educational Technology 32:7 p7-12 Jul 1992

Abstract: Discussion of redesigning the current models of public education focuses on the Schoolyear 2000 Initiative in Florida, which is aimed at large-scale redesign of schooling. Design requirements for the new model are described, the role of technology is discussed, and the use of quality systems and total quality management (TQM) concepts is reviewed.

Scollay, Susan J. "The forgotten half." American School Board Journal 181:4 p46, 48 Apr 1994

Abstract: Research documents that gender-specific differences in educational experiences have a disproportionately negative effect on girls' academic performance, career goals, self-confidence, and accomplishments later in life. Cites demographic facts and outlines three steps school boards can take to improve the educational experience of all children, including the half who are girls.

Seif, Elliot. "Integrating skill development across the curriculum." Schools in the Middle 2:4 p15-19 Sum 1993

Abstract: Although lip service is frequently given to coordinated skill development in many schools, the reality resembles a mosaic patchwork of ill-defined, discrete skills taught separately by different teachers. Bucks Country (Pennsylvania) Public Schools' Integrated Skill Development Project for intermediate grades is designed to promote a shared school or district vision of key skills for twenty-first century living.

Shane, Harold G. "Improving education for the twenty-first century." Educational Horizons 69:1 p10 Fall 1990

Abstract: A noted futurist looks at challenges facing educators in the next century and discusses their implications for our nation's schools.

Spillane, Robert. "Mind over management." American School Board Journal 181:4 p30-31 Apr 1994

Abstract: Graduate programs for future school leaders should have close ties with faculty members who are outside the university's department of education; such programs should seek closer ties with elementary and secondary schools.

Stewart, G Kent. "Strategic planning--definition, process, and outcomes." Educational Facility Planner 29:6 p4-7 1991

Abstract: Strategic planning provides a comprehensive, systematic, and flexible approach to charting direction. Lists an eight-step process and questions for strategic planning. Emphasizes the role of architects in strategic planning.

Teitel, L. "Can school-university partnerships lead to the simultaneous renewal of schools and teacher education?" Journal of Teacher Education v45 p 245-52 Sep-Oct 1994

Abstract: Not available.

Thompson, Sherwood. "Critical roles for community and college partnerships." Equity and Excellence in Education 27:1 p45-50 Apr 1994

Abstract: Describes the Minority Affairs Project Outreach Program of the University of Kansas which initially provided services to promote college attendance for high school students, but was redesigned to focus on academically capable elementary and junior high students. Interventions enable students to complete secondary school and college enrollment.

Thompson, W Scott. "A university and public school collaborative approach to preparing elementary teachers." Teacher Educator 28:2 p46-52 Fall 1992

Abstract: East Carolina University's Model Clinical Teaching Program uses a combination of year-long field experiences and focused coursework to help prepare successful elementary educators. Planned collaboratively by university and school personnel, the program expects participants to function more successfully in completing traditional student teaching and as beginning teachers.

Thousand, Jacqueline S. "A futuristic view of the REI: a response to Jenkins, Pious, and Jewell." Exceptional Children 57:6 p556-62 May 1991

Abstract: This commentary on an earlier paper notes that the debate on the regular education initiative (REI) should focus on the future, teachers should become personalizers of curriculum and instruction, classroom teachers are one member of an interdependent teaching team, and an adhocracy should be developed among educators of all specialties and labels.

Tuckman, Bruce W. "Thinking out loud: do we dare not be politically correct?" Educational Technology 34:5 p33-34 May-Jun 1994

Abstract: Presents an entertaining look at changes in educational trends and attitudes. This humorous treatment compares and contrasts constructivist versus behaviorist learning approaches, intrinsic versus extrinsic motivation, portfolio versus multiple choice testing, qualitative versus experimental research, and intuition versus logical reasoning.

Van Proyen, Mark. "Issues and expectations: art education faces the twenty-first century." Artweek 25:9 p13 May 1994

Abstract: Not available.

Vasilakis, John N. "Master plans for schools of the twenty-first century." The Education Digest 56:1 p12 Sep 1990

Abstract: Not available.

Verstegen, Deborah A. "Reforming American education policy for the 21st century." Educational Administration Quarterly 30:3 p365-90 Aug 1994

Abstract: Reviews concept of equal opportunity to learn over time as related to school finance systems. Funding structures must be redesigned and linked to aligned education policy aimed at high-quality education for all children. Curriculum improvements and finance reforms work more effectively together than either would alone. Coordinating education policies with finance systems and community services would extend reforms through collaboration.

Walker, Thomas J. "Special feature--education and work for the year 2000: the choices we face. Journal of Industrial Teacher Education 31:4 p6-86 Sum 1994

Abstract: Includes discussions of the future of the National Association of Industrial and Technical Teacher Educators (Walker); policies for work and education (Wirth); industrial teacher education (Frantz); technical teacher education (Adams); technology teacher education (Lewis); creativity (Stern); reaction to theme articles (Hudecki); and a response to Wirth (Moss).

Wehlage, Gary. "Restructuring urban schools: the new futures experience." American Educational Research Journal. 29:1 p51-93 Spr 1992

Abstract: The difficulties of school restructuring are demonstrated in a three-year evaluation of the Annie E. Casey Foundation's five-year New Futures Initiative which attempts to improve the life chances of disadvantaged youth by promoting change in all youth-serving agencies in four cities.

"What will be the impact of current educational reforms on health and physical education in the twenty-first century?" (discussion) Journal of Physical Education, Recreation, and Dance v65 p14-16 Fall 1994

Abstract: Not available.

Willie, Charles V. "Educators who are not afraid to bring good news." Equity and Excellence in Education 27:1 p9-15 Apr 1994

Abstract: Because problems are studied more often than possibilities, educators tend to report bad news. Some studies that bring good news for education are reviewed in a call for more balanced reporting and the assertion that trust and confidence are the basics in effective education.

Willis, Scott. "On education for alternative futures: a conversation with Sam Keen." Educational Leadership 7:1 P73-75 Sep 1989

Abstract: According to Sam Keen, education's fascination with high technology is taking us into a highly consumptive, urban, competitive, individualistic, and corporate future. Instead, a more organic relationship with the natural world is needed to sustain life. The integrity of rural life and the virtues of self-reliance represent reasonable alternatives to technomania.

Wise, Arthur E. "A vision of the future: of teachers, teaching, and teacher education." National Forum: Phi Kappa Phi Journal 73:4 p8-10 Fall 1993

Abstract: An educator describes what our education system could look like in the next century if policymakers, teachers, and teacher educators committed to it. Strategies for achieving this vision through teacher education are discussed, and two policy recommendations are made: accreditation of all schools of education and their graduates, and minimum teacher standards.

Wright, Thomas. "Technology education--the new basic for the twenty-first century." NASSP Bulletin 78:563 p24-30 Sep 1994

Abstract: Developing effective technology education for U.S. schools is a major challenge that will require bold leadership by educators committed to providing fundamentals in humanities, science, and technology. Teachers and administrators must review and revise present science and humanities courses. They must design technology education courses to help students explore technology and the way it is developed, produced, used, and assessed.

Zetlin, Andrea G. "The evaluation of a university/inner-city school partnership: a case study account." Urban Education 27:1 p80-90 Apr 1992

Abstract: Uses ethnographic sources and interviews with 3 university administrators and 14 elementary school teachers in a case-study approach to describe the development of a collaborative partnership between a university and an inner-city public school in southern California. Positive outcomes and deterrents to success are identified.

## ERIC RESOURCES

Adams, Charles F. "Strategic planning as a basis for restructuring schools." 16p 1990

Summary: An educational planning model and instructional approach to prepare school administrators for the role of strategic planners are described. The model, ED QUEST, integrates future research techniques and divergent thinking modes into a participatory group process that provides visions of alternative futures.

Anderson, Lowell D. "Total quality management (TQM) as the procedure for management of integrated academics." 10p 1993

Summary: TQM is a way of doing business that involves every employee, both labor and management, in an effort to improve quality and productivity. There are 10 characteristics of a well-developed school system that is based on the corporate structure. Some of these are cultural values which support full competency development and lifelong learning, and tight linkages between training departments and the users of their services.

Austin, Tackett. "The technology advisory council: a vehicle for improving our schools." 158p 1993

Summary: This book is designed to help a Technology Advisory Council (TAC) get a start at helping children obtain a better education. The appendices include letters which provide background information to stakeholders; a number of funding sources that can help a school ncrease its uses of technology; a network of contact people, places, and projects; an annotated list of some fundamental readings; and a list of videos that can help TAC members and others learn about educational uses of computers.

"Beyond the handshakes: an examination of university-school collaboration." 403p 1992

Summary: This volume offers 16 papers in 3 sections, providing highlights of the project's September 1990 "kick-off" conference. Section I provides a summary of the conference and the three conference papers. Section II presents papers and commentary that consider academic collaboration and includes an annotated list of selected readings. Section III presents an action research component which examined the processes, impacts, and outcomes within and across five model partnerships.

Cawelti, Gordon. "Designing curriculum appropriate to the 21st century." 10p 1993

Summary: School reform must focus not only on the structure of the disciplines, but on societal and student needs that must be considered through curriculum development. Curriculum restructuring should include a strong emphasis on the needs of failing students, attention to characteristics of successful adults, consideration of societal trends, and reexamination of how students are prepared for work.

Cole, Richard. "Constructing the path to tomorrow: strategic planning and implementation in the David Douglas School District." 54p 1992

Summary: This publication describes the annual goal-setting process and its evolving Vision 90's strategic-planning and implementation process (SPI) for Portland/Multnomah County, Oregon schools. Strategic-planning steps included recognizing the need for a comprehensive and inclusive districtwide planning process, developing a suitable planning model, implementing the SPI model's goal-setting phase, beginning the SPI model's implementation phase, and reviewing, renewing, and replicating the process.

Conley, David T. "Strategic planning in America's schools: an exploratory study." 59p 1992

Summary: Some baseline information is offered in this study to help determine the ends to which the strategic planning processes are being put and the outcomes that are being pursued. A conceptual overview of planning models and the role of planners are presented.

Conley, David T. "Strategic planning in practice: an analysis of purposes, goals, and procedures." 30p 1993

Summary: Findings of a study that examined the application of strategic planning in American school districts are presented in this paper. Methodology involved content analysis of the strategic plans of 79 school districts throughout the United States, focusing on their mission statements, core beliefs and parameter statements, and objectives and strategies. Findings indicate that school districts do not distinguish in practice among the technicist, political, and consensual planning processes.

Conley, David T. "The "Vision Thing" and school restructuring." OSSC Report 32:2 p1-8 Win 1992

Summary: This article explores the role of vision and vision-building in public schools as a tool for bringing about a redirection of educational institutions.

Denton, Jon J. "Two school-university collaborations: characteristics and findings from classroom observations." 32p 1993

Summary: This paper examines how selected program characteristics and attributes of key players affected two school-university collaborative efforts, and how funded grants created the need for collaborative linkages between schools and universities with little or no prior experience in joint efforts. Two programs (an alternative certification program and a professional-development center) their joint planning processes, and the consequences of their joint actions are described.

Frantz, Nevin R. "Education and work for the year 2000: the choices we face. Implications for vocational industrial teacher education." 19p 1993

Summary: One way of preparing tomorrow's teachers to achieve a level of excellence is by having them move through a high-quality formal teacher education program that is consistent with state certification requirements and that provides rewards and incentives for teachers to become master teachers after moving up along the career ladder of provisional teacher, associate teacher, and standard teacher.

Groff, Warren H. "Restructuring for the 90s and beyond: solution based learning in the era of smart home, wired communities, fast systems, global networks, and fast forward learners in a borderless world." 1994

Summary: This paper discusses strategic planning and solution-based learning and suggests strategies for restructuring establishments, emphasizing learning readiness and math, science, and technology. It also includes organizational development tasks for learning communities to create superschools focusing on internationalized curricula and graphic communications. Included are appendices providing information on effective establishments, graphic arts technical foundation certification, child and youth studies, and creation of learning communities.

Gonzalez, Gerardo M. "The 21st century: a futuristic look at recruitment and attention in teacher education programs for Hispanic-Americans." 15p 1992

Summary: This publication presents an overview of the demographic changes taking place in the United States and the growth of the Hispanic population expected by the year 2000. A special emphasis is placed on the role of colleges and universities in educating Hispanic students and preparing them for careers in education.

Haycock, Kati. "Higher education and the schools: a call to action and strategy for change." 12p 1993

Summary: This paper proposes community-based "K-16" Councils as part of a movement to establish a new type of relationship between elementary and secondary schools and higher education.

Hayden, J Gary. "Strategic planning: it's essential for rural schools. If you fail to plan, you plan to fail." 7p 1993

Summary: Strategic planning can assist a rural school district to determine its future, rather than allowing others to determine it. Strategic planning is a discipline and a process that produces a results-based, action-oriented plan for the next 3-5 years. Eleven models for strategic planning are discussed.

Hood, Florence F. "Futurism 1984: an overview." 34p 1984

Summary: This overview of futurism defines it as a movement believing that a positive future world may be created through wise decision-making and futuristic planning.

Hord, Shirley M. "Facilitative leadership: the imperative for change." 111p 1992

Summary: This review and synthesis of the literature begins with a brief history of approaches to change and the emergence of the need for change facilitation. The second section explores the actions of successful school leaders in the past decade and indicates how these leaders attended to and contributed significantly to successful change. A third section examines how leaders are currently addressing systemic change or restructuring, as it is called in schools.

Kapraun, E Daniel. "Developing faculty for the 21st century: one step beyond the role of advisor." 17p 1992

Summary: A well organized and outcomes oriented training program can do much to improve instructional, academic advisement, and mentoring effectiveness. Such a program sensitizes faculty to the unique qualities and needs of entering freshmen, thus improving their ability to contribute to student retention in an era of increasingly diverse student populations.

Kelly, Eugene W. "Curriculum power: thinking futuristically, acting realistically." 22p 1985

Summary: This paper argues that the ultimate purpose of futurism in education is to help learners cope with real-life crises, opportunities, perils, and especially with the individual's practical ability to anticipate and adapt to change.

Ledgers, Nettie. "Elementary students at risk: a status report." 85p 1992

Summary: This paper offers a background of information on children in elementary school in the 1990s and on likely trends in the near future. It focuses particularly on issues relating to students who are at risk for school failure.

McChesney, Jim. "Helping to raise the child: college partnerships respond to the growing needs of children, youth, families, schools, and communities." 9p 1994

Summary: This report provides an update of statewide activities in Oregon elementary-secondary education, with a focus on cooperative programs.

"Minority student achievement partnerships: what's working in Arizona. Volume one. A directory of public school, community college, and public university partnership programs improving minority access and achievement in Arizona." 62p Sep 1992

Summary: This directory lists 48 successful public school, community college, and public university partnership programs to improve access and educational achievement for Arizona's American Indians, Hispanic-Americans, and other minority groups.

Montoya, Alicia. "The Kutztown University-Allentown school district academic alliance: a partnership that works." 7p 1994

Summary: Alliance activities include workshops on study skills and self-esteem, workshops for parents on career awareness and financial aid, and a summer residence program on campus. The university and school district have a shared commitment to all aspects of the program, including planning, implementation, evaluation, and monetary support.

Pacey, Lucille. "Strategic planning and open learning: turkey tails and frogs." 1992

Summary: This paper discusses the principles of strategic planning and how they can be applied in open and distance learning for greater student success. The model selected for discussion is the Applied Strategic Planning Model which proposes nine important steps for strategic planning: planning to plan, values audit, mission formulation, strategic business modeling, performance audit, contingency planning, gap analysis, integrated functional plans, and implementation.

Peters, Richard O. "Living in our global society--new directions for social studies education in the 21st century." 55p 1991

Summary: This compilation of discussion and lesson plans is designed to foster debate among social studies educators and to help classroom teachers educate globally aware citizens.

Peters, Richard O. "Teaching/learning in 21st century schools: a view of tomorrow. Social Studies." 71p 1991

Summary: This document consists of a series of loosely related articles and essays each describing various aspects of the author's vision of public education in the United States in the twenty-first century.

"Planning for changes: a source book for strategic planning." 52p 1993

Summary: This guide offers school districts help in using strategic planning to achieve their educational goals. Strategic planning can facilitate communication among education stakeholders and guide change.

"Qualities required of education today to meet foreseeable demands in the twenty-first century. Final report." 35p 1989

Summary: This is a final report of a round table and symposium. The report of the round table focuses on formulating a philosophy of education for the 21st century, the increasing globalization of the world, and the development of a new view of learning for the 21st century. The report of the symposium describes more specific qualitative dimensions of the future of education including cultural, moral, and ethical issues, science and technology, communication, and the world of work.

Randall, Ruth E. "Global education: educating for our common future." 5p 1990

Summary: International/global education is the carefully designed elementary and secondary program that helps students develop in such a way as to contribute effectively to an interdependent world. Students must learn a sense of responsibility for the needs of all people and a commitment to the just and peaceful resolution of global issues.

Richards, Craig E. "Strategic environmental factors constraining fiscal resources in urban schools: the case of New York City." 43p 1992

Summary: A study was done to assess the likelihood of substantial improvement in New York City public education by the year 2000 by extrapolating trends in enrollment, demographic changes, and general fiscal patterns. The study also looked at trends among the at-risk population of New York City.

Rinehart, James S. "Strategic planning for multicultural education." 23p 1992

Summary: The global economy, a growing and aging population, and increased awareness of diversity all have complicated education planning. Strategic planning's longer time periods, flexibility, and inclusiveness can help meet these challenges.

Rusch, Edith A. "Strategic planning: looking through the lens of Foucault." 41p 1992

Summary: Public schools gained familiarity with strategic planning through the American Association of School Administrators, who sponsor the activity as a combination of rational process and discipline helping to define education's niche in a chaotic environment.

Selke, Mary J. "School/university partnerships and the UNI Teaching Associates Cadre Model: professional benefits to preK-12 educators." 28p 1994

Summary: The implementation of the University of Northern Iowa's Teaching Associates Cadre Model Professional Development School program is discussed within the context of Kagan's six stages of collaborative relationships: formation, conceptualization, development, implementation, evaluation, and termination or reformation.

Singh, Raja Roy. "Education for the twenty-first century: Asian-Pacific perspectives. (A synthesis of papers presented at à regional symposium on qualities required of eduction today to meet the foreseeable demands of the twenty-first century.)" 113p 1991

Summary: The future of political, social, cultural, and economic sectors will depend on the contributions of today's students. In rethinking education to cope with rapid change, innovation, technology, and research are indispensable tools of education.

"Standards for all: a vision for education in the 21st century. High standards for all students. Goals 2000: educate America." 18p 1993

Summary: The vision of the Goals 2000 program for educational improvement leads to the fundamental question of what we want students to know. The National Council on Education Standards and Testing has recommended development of voluntary national standards for achievement, and the Department of Education is supporting projects to develop standards in seven areas. Examples are given of standards that have been developed for mathematics and the arts.

Stephens, E Robert. "Approaching the next millennium: educational service agencies in the 1990s." 74p 1991

Summary: This report examines trends in the form, mission, programs, funding, and accountability of state-endorsed education service agencies (ESA's). In plotting the direction of the ESA movement, this report makes several major assumptions about current educational trends and based on those assumptions, seven broad patterns are forecast for the next decade.

Sybouts, Ward. "Planning in school administration. Greenwood educator's reference collection series." 344p 1992

Summary: This text evolved from case studies of successful planning in local school districts and from a national survey of education faculty. It focuses on the human dimension in educational planning and on the essential role of leadership and vision in the effective management of change.

"Utah state public education strategic plan, 1992-1997: a strategic guide for the future development of the public school system. Committee report." 31p 1992

Summary: The introduction describes in detail the planning process. Following sections outline the plan's belief statements, mission, policies, and objectives. Change strategies are based on school autonomy for results; teacher compensation and professionalism; client involvement; the use of technology; improvement through research and development; business/industry involvement; and stakeholder education. A summary of action plans provides detailed specifications of how the strategies will be applied in practical terms.

"Utah state public education strategic plan, 1992-1997: a strategic guide for the future development of the public school system. Complete text." 73p 1992

Summary: This document begins with an overview of belief statements, mission, policies, and objectives. Eleven strategies and the action plans to carry them out are described in detail.

Valesky, Thomas C. "A school and university collaborative project between Memphis city schools and Memphis State University." 23p 1992

Summary: This paper describes the partnership enjoyed by university researchers and the participants in the school-based decision making initiative of the Memphis City Schools and uses the partnership as a point of reference for a discussion of some of the concerns and issues associated with school and university collaboration.

Vitzthum, Edward F. "Winds of change: toward a realistic vision for the future of cooperative extension." 1993

Summary: Critical issues for cooperative extension's adult educators are redirection of land-grant institutions to be most responsive to the changing needs of agriculture and society; reconstitution of a broad base of public support; and examination of the validity of the cooperative extension system model.

Wilbur, Franklin P. "Linking America's schools and colleges: guide to partnerships and national directory." 316p 1991

Summary: This book provides over 300 summaries of joint-venture programs between secondary and postsecondary schools. The overall purpose of the partnership programs is to improve the chances for at-risk student to graduate from high school and have a successful college experience.

Winget, Patricia. "The California strategic plan for special education: ours for tomorrow." 41p 1991

Summary: The first chapter of this document identifies critical challenges facing special education and the importance of planning, evaluation, and implementation. The second chapter stresses the development of a unified system of education of which special education is a part. Each of the eleven goals and outcomes outlined for the future is then presented in terms of special goals; planned outcomes for 1990-1992, and beyond 1992; and statewide strategies and activities.

Wurtz, Emily. "Promises to keep: creating high standards for American students. Report on the review of education standards from the goals 3 and 4 technical planning group to the National Education Goals Panel." 76p 1993

Summary: Recommendations of the Planning Group consider two types of content standards: national subject-specific content standards and state content standards. The Group recommends that certification of content standards be provisional until associated performance standards are developed. Five appendices contain supplemental information about the Planning Group, background documents about standard setting in other countries, and initial efforts in the United States.